

## A SHOW OF STRENGTH

COVER STORY



### A WIN FOR MENTAL HEALTH

Top athletes are speaking up about their mental-health struggles.

**LEXILE:** 1080L (940L alternate reading level)

**SOCIAL STUDIES (NCSS) STANDARD:** Individual Development and Identity

**COMMON CORE (CCSS) STANDARDS:** RI.6-8.1, RI.6-8.3, RI.6-8.8, W.6-8.3

### ENGAGE THE READER

Ask students to think of a time when they felt anxious or when they could not live up to what people expected of them. Invite students to share their experience. Promote discussion using the following: What made you feel anxious? How did the situation turn out? How did you feel about it? Who did you share your feelings with, and how did that feel? What is your view of the experience now, and why? Ask students to keep these stories in mind as they read the article.

### QUESTIONS FOR CLOSE READING AND DISCUSSION

- How did Simone Biles explain her withdrawal from the Olympic team event? How would you describe the way she was feeling when she made that choice?
- Why do you think professional athletes are talking about mental health? Why do you think athletes haven't been as vocal about mental health in the past?
- Jill Emanuele says, "Take care of your mental well-being." What are your strategies for taking care of yourself?

### EXTEND LEARNING

Encourage students to develop a written version of the stories they told at the beginning of class. To prepare for writing the essay, they might want to take some time to jot down and expand their thoughts and ideas from earlier. Explain that their essays do not have to reveal details they would like to keep private, but also that the story they do choose to tell could help other young people understand, recognize, and support their own anxiety-related experiences. You may wish to outline the essay in three parts for students: a narrative of an experience in which they felt anxious about the expectations placed on them, including reflections on how they felt and the choices they made; a description of how they made themselves feel better about the experience, or came to an understanding of it; and a reflection on how they understand the experience now, including any strategies for self-care they have developed.

### COVER STORY QUIZ + ANSWER KEY

The cover quiz can be found on page 3 of this guide.  
For the Google Forms quiz, click [here](#).

1. A (RI.2) 2. B (RI.4) 3. A (RI.5) 4. A (RI.5) 5. B (RI.6)  
6. C (RI.7) 7. Answers will vary. (W.8)



## MAJOR OIL SPILL

A faulty underwater pipeline leaks oil into the Pacific Ocean.

**LEXILE:** 1070L (870L alternate reading level)

**SOCIAL STUDIES (NCSS) STANDARD:** People, Places, and Environments

**COMMON CORE (CCSS) STANDARDS:** RI.6-8.1, RI.6-8.5, RI.6-8.6, SL.1

### BEFORE READING

Have students read the article's headline, "Major Oil Spill," and examine the photo and caption. Then ask: What do you see in the photo? Why is an oil spill in California national news? Have a volunteer read the article's first paragraph aloud. Ask the class: Which information did the author choose to include in the first paragraph? Do you think the author should have provided more information in this paragraph? Why or why not? What information do you expect to find in the rest of the article?

### DISCUSSION QUESTIONS

- What details does the author use to help us imagine the spill? Are these details effective? Why or why not?
- Which details in the article make it a national news story? Explain.
- Who is quoted in the article? Why did the author include these sources? Who else should the author have included, and why?



## 8 QUESTIONS FOR CHRIS CASSIDY

An astronaut talks about jet packs, g-force, and trying to get some sleep in space.

**SOCIAL STUDIES (NCSS) STANDARD:** Science, Technology, and Society

**COMMON CORE (CCSS) STANDARDS:** RI.6-8.1, RI.6-8.5, RI.6-8.9, W.6-8.2

### BEFORE READING

Tell students they will read an interview with a NASA astronaut. Ask: What information can a question-and-answer format provide that a traditional article cannot? Which format better conveys the experience of being in space, and why?

### DISCUSSION QUESTIONS

- Chris Cassidy says it's "scary when you go outside the spacecraft your first time, or even your 10th time." What do his words reveal about space travel? What might they reveal about why astronauts go to space?
- Which line from the interview do you find to be the most revealing about space travel? Explain.

### CLOSING ACTIVITY

Have students read the TIME Edge article on civilian space travel "[Inside the Crew Dragon](#)" and note details that tell them why people want to go to space. Then challenge students in small groups to design a poster that can attract applicants to the space program. Using images and text, the poster should convey the excitement of space travel and the qualities of an ideal applicant. Display the completed posters and invite the class to reflect on how each poster achieves its purpose.